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THE INTEGRATION OF LEARNING DISABLED STUDENTS

A study guide to the fifth program in the ACCESS television inservice series
ONE GIANT STEP: The Integration of Children With Special Needs



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ONE GIANT STEP: The Integration of Children With Special Needs is a ten-program, inservice series of videotapes. Each videotape has a running time of 15:00 minutes and is supplemented by a study guide. The program order numbers and titles are:

- BPN 2154
- 01 Introduction
 - 02 The Integration of Dependent Handicapped Students
 - 03 The Integration of Trainable Mentally Handicapped Students
 - 04 The Integration of Educable Mentally Handicapped Students
 - 05 The Integration of Learning Disabled Students
 - 06 The Integration of Visually Impaired Students
 - 07 The Integration of Hearing Impaired Students
 - 08 The Integration of Physically Handicapped Students
 - 09 The Integration of Gifted Students
 - 10 The Integration of Behaviorally Disordered Students

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PROGRAM SUMMARY

This program presents the goals and ideals involved in the education of Learning Disabled (LD) students through visits to both special and regular classrooms. It highlights many of the special techniques used to teach LD students, and the importance of recognizing these students as individuals with talents and potential that may not be academic.

The program emphasizes the importance of vocational skills development and work study, as well as demonstrating the importance of integration in helping these students to gain the social and coping skills that will aid success in the school and in the community.

PROGRAM GOALS AND OBJECTIVES

This program is designed to assist teachers, school administrators, parents, and others involved with the handicapped to gain background information on LD students. It can be used as a base for effective integration of these students into the regular classroom environment.

As a result of inservice, participants will be able to:

1. define "learning disabled" and to identify the LD student in terms of:
 - a. developmental characteristics,
 - b. socio-emotional characteristics,
 - c. learning characteristics.
2. identify the relevance of the Cascade Service Delivery Model in integrating LD students.
3. describe at least four teaching techniques that can be used in teaching LD students in an integrated setting.
4. list and describe, in general terms, resources, support services, and programs necessary to facilitate the education and integration of LD students.

BACKGROUND INFORMATION FOR THE TEACHER OR WORKSHOP LEADER

Students with learning disabilities do not perform in accordance with their estimated learning potential. There is a discrepancy between the ability to achieve and actual, demonstrable achievement. They show a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language, and also in listening, thinking, talking, reading, writing, spelling, and arithmetic skills. They may have conditions referred to as perceptual handicaps, brain damage, or minimal brain dysfunction. Their problems may be due to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance, or to environmental disadvantage.

CHARACTERISTICS OF THE LEARNING DISABLED STUDENT

1. Developmental characteristics

a. Physical characteristics: The following medical or physical symptoms can be observed in the LD student.

- general weakness
- paleness
- falling asleep in class
- staring spells
- disorders of hearing or vision
- respiratory problems (running nose, cough, constant sniffing, difficulty breathing)
- over- or under-activity
- over- or under-nutrition
- skin problems, rashes
- abnormal coloring such as circles under the eyes
- somatic complaints such as headache, stomach pain.

b. Motor characteristics:

- poor co-ordination (especially fine motor)
- poor memory
- distraction, short attention span, disruptive behaviour

- no hand preference or dominance shown by age five
- poor balance
- tics (abnormal facial or other body motions)
- weakness, sluggishness, or partial paralysis
- poor hopping and/or skipping skills when older than age seven
- any type of sensory discrimination problem
- problems distinguishing forms or shapes
- auditory or visual perception difficulties, either receptive or expressive
- fine-motor difficulties
- clumsiness and awkwardness in walking and running
- tremors
- difficulty with repetitive movements
- problems with right-left discrimination past age ten
- jerking or other non-smooth movement of eye muscles (nystagmus)
- difficulty with tongue movements.

c. Speech and language characteristics:

- delayed speech at any age
- suspicion of a hearing problem; unaware of normal sounds
- short attention span
- immature speech
- inability to follow directions
- substitutions of words and sounds
- omission of syllables or words
- poor or short-sentence structure by age five, especially the omission of verbs, nouns, or pronouns, or scrambling the order of words
- difficulty expressing self, and frustration when not understood
- lip reading
- stuttering or other problems of rhythm
- shyness and not speaking (may be indicator of poor skills)
- use of jargon (almost a different language).

2. Socio-emotional characteristics

a. Peer relations:

- constant hitting/fighting others
- cannot keep friends
- prefers younger or older children
- hates to lose
- must be the "boss" in games
- disrupts games
- becomes a leader or a follower
- always touching other children.

b. Habits and routines:

- cannot settle down to homework
- must have parents' help with everything
- no hobbies or interests
- puts off tasks.

3. Learning characteristics

a. School behavioral history:

- school-phobia (with attendant symptoms of various illnesses, abdominal pains, and headaches)
- always handling objects
- collapses under stress
- distractible and disruptive
- short attention span
- must always have teacher's attention
- quarrels and "tattles"
- no group participation; unaccepted by group
- defiant toward authority
- attendance problem
- fighting, pushing, shoving, and hitting others (by far the most serious signs).

b. Educational behavior:

- will not complete work
- cannot follow directions
- difficulty with concepts for age level
- erratic work pattern
- works below expectancy.

THE CASCADE SERVICE DELIVERY MODEL

The placement options outlined in the Cascade Service Delivery Model represent a core of alternatives that are necessary to serve a heterogeneous population of LD students. The program alternatives can be divided into three major categories: regular class-based; special class-based; and special school-based.

Examination of the types of programs indicates that, as the program alternatives move from the regular class to the special school, segregation, labelling, and severity of need usually increase. In establishing objectives for an LD student, it is important to adopt a tentative commitment to a program level and not consider placement in any program as permanent or final.

Educators must provide LD students with programs that continuously meet their unique needs. Opportunities for moving students from more segregated programs to more integrated

CASCADE SERVICE DELIVERY MODEL *

Regular classrooms with special-education instructional materials and/or aide. (Regular teacher retains full responsibility for each student's individual program and progress.)

Regular classrooms with special-education instructional materials, plus special-education consultative services to regular teacher.

Regular classroom with itinerant or school-based special education tutors. (Regular teacher retains full responsibility for each student's program and progress. Can obtain advice, etc. from itinerant teacher.)

Regular classroom, plus special-education resource room and teacher

Regular teacher retains full responsibility. Child obtains intensive, short-term remedial work in resource room.

Regular classroom, plus part-time special class

Regular teacher retains responsibility. Child may obtain long-term support in the special class.

Full-time special class

Special-education teacher—full responsibility. Integration—wherever appropriate

Combination regular and special day school; no academic instruction in regular class

Same as above

Special day school

Same as above

Special boarding school or residential facility

Same as above

Hospital school

Same as above

Home-based instruction

Same as above

Pupil-Teacher ratio decreases

Pupil-Teacher ratio increases

* Adapted from the Reynolds framework (1962)¹, the Dunn model (1963)², and the Deno cascade model of special education services³

¹Reynolds, Maynard C. "A Framework for Considering Some Issues in Special Education" in *Exceptional Children*, Vol. 28, No. 7, March 1962, p. 368.

²Dunn, Lloyd M., ed. *Exceptional Children in the Schools: Special Education in Transition*. New York: Holt, Rinehart, Winston, 1963, p. 37.

³Deno, Evelyn. "Special Education as Developmental Capital" in *Exceptional Children*, Vol. 37, No. 3, November, 1970, p. 235.

programs need to be considered regularly and implemented whenever feasible. In addition, placement within a particular alternative program needs to be considered when it appears that such a change would be beneficial. For example, a change from one regular classroom to another may be arranged because a specific teacher has certain qualities or because there is an instructional program that better meets the needs of this student.

TEACHING TECHNIQUES

Because no specific curriculum exists for LD students in the province of Alberta, teaching techniques will vary from classroom to classroom. The following are general techniques being used in the province. The *Curriculum Guide for the Educable Mentally Handicapped* (Alberta Education, 1982) will provide some specific suggestions that have been found effective with LD students

1. Have students work on a level commensurate with abilities

Because LD students have a relatively high IQ, the teacher can assume that they are more capable than they seem. Particularly in the early stages of working with these students, it is important that the teacher find a level at which they can have a number of success experiences. Failure experiences are probably "old hat" to the LD student; thus, tolerance of failure is likely to be quite low.

2. Give clear instructions

It is important to provide clear and careful instructions to the LD student. The teacher should also be attuned to the possibility that these may not be understood. LD students are notorious for looking as if they understand what is being said to them when, in fact, they are confused.

3. Special physical arrangements

If an LD student proves to be highly distractible and hyperactive, the teacher should consider making special physical arrangements in the room. Placing a desk in a corner, using walls to form a "cubicle", may be enough. If not, the possibility of using partitions should be considered. The teacher must be sure to communicate to the student that this is not a punitive arrangement. Also, in order to reduce overstimulation, the desk should be clear of materials that are not needed for the task at hand.

4. Behavior-modification techniques

Behavior-modification techniques using tokens or actual objects can be used to reinforce appropriate behavior or learning. The idea is to build a developmental hierarchy of skills, beginning with attention span. A student with an attention problem is given a number of highly structured activities which require concentration. A special section of the room is set aside for this. Once the student becomes relatively successful at dealing with the task at hand, there is a move to the next level in the hierarchy.

5. Peer tutoring

This can be used to supplement teacher instruction. The technique should be limited to 30-minute sessions two or three times a week, conducted by a student who has mastered the objectives of each specified activity. Some of the advantages of this system include improving academic skills, boosting self-esteem, helping students who have difficulty with authority figures, promoting positive relationships, and freeing some of the teacher's time.

CONTENT OF PROGRAMS FOR LD STUDENTS

Because no specific curriculum exists for LD students in Alberta, the content of educational programs will vary from school system to school system. The educational program should, however, strive to attain the following:

1. basic work in reading, writing, arithmetic, language arts, and living/vocational skills
2. social competencies, e.g., the ability to get along with others
3. emotional security and independence, e.g., positive self-concept
4. the ability to become an adequate member of the home and community
5. leisure and recreation skills
6. occupational competence through pre-vocational, career, and vocational training.

SERVICES FOR THE LD

Each of the five Alberta Education Regional Offices has a consultant in the area of guidance and learning disabilities. As well as providing up-

to-date programming information for the schools in a region, a consultant can provide information about other services, such as parent groups that are operating within the region.

Calgary Regional Office
1200, 615 Macleod Trail S.E.
CALGARY, Alberta
T2G 4T8
Phone: 261-6353

Edmonton Regional Office
3rd Floor, 10053 - 111 Street
EDMONTON, Alberta
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Grande Prairie Regional Office
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Lethbridge Regional Office, Provincial Bldg.
200 - 5 Avenue South
LETHBRIDGE, Alberta
T1J 4C7
Phone: 329-5243

Red Deer Regional Office
3rd Floor West, Provincial Bldg.
4920 - 51 Street
RED DEER, Alberta
T4N 5Y5
Phone: 343-5362

PREVIEWING QUESTIONS

These questions are designed to allow participants to explore their feelings toward LD persons. For maximum benefit, it is suggested that participants discuss one or more questions in small group settings, then share their ideas in the larger group.

1. You are a service-station owner looking for a mechanic. Would you hire someone who is a highly skilled mechanic but is unable to fill out an application form because of a learning disability? Explain why or why not.
2. Children with learning disabilities have behavior problems as well. Would you be willing to cope with your sister's LD child for two weeks? How would you cope?
3. Do you feel a person with a learning disability could ever be really successful in life? Explain your answer.

4. How do you feel about the following statement? "If a boy can't learn the way we teach, we'd better teach the way he can learn" (from the film *If A Boy Can't Learn*, Lawren Productions, Mendocino, Calif., 1972. 28 minutes).

PREVIEWING ACTIVITIES

1. Forehead Writing

Some people with learning disabilities have a difficult time with handwriting. They need to concentrate very hard to co-ordinate their hand movements. This activity is designed to help participants experience that extra concentration.

Materials required: paper and pencils.

Activity: Give each participant pencil and paper. Have them place the paper against their forehead. Ask them to write their name on the paper so that someone facing them can read it.

Invite participants to discuss the following:

How well did you do?

What difficulties did you encounter?

How did you feel after the activity?

It should be stressed that a person who cannot physically write or who has great difficulty with the mechanics of writing *can* still communicate. He or she can type what it is they want to say, or make a tape recording of it.

2. What Should I Write?

While the average person has little difficulty writing a letter or memo, some people with learning disabilities have to work hard at this. They have a problem finding the words they want to use. Their situation is similar to "having a word on the tip of the tongue." This activity illustrates how difficult composing a sentence can be if you have this problem.

Materials required: paper and pencils.

Activity: Hand out paper and pencils. Ask participants to write a sentence on any topic, but every word in the sentence must be a two-syllable one.

Invite participants to discuss the following:

Was this hard for you?

Can you understand how a person would feel if every piece of writing were as hard as this?

How would you feel if you had to work so hard every time you tried to write a sentence?

An alternative activity: Assign a specific topic for a sentence, or a sentence where the one-syllable words or three-syllable words.

If your audience is not sure about syllables, change the activity to a sentence where the words must be in alphabetical order (e.g., In June, King Leo made no open promises.). Indicate that most people with learning disabilities can compose a sentence, but this takes more time and effort on their part.

3. Poems

Some people with learning disabilities find it difficult to read. Their brain does not always “see” the words properly. For example, “have” might look like “haev.” Sometimes there is a problem with reversal of letters, or words, or sentences (for example, “e” as “g”, “saw” as “was”, “I saw the dog” as “I the dog saw”). These problems make reading very difficult.

Materials required: Handout #1 (Poems.)

Activity: Choose a poem or poems to show to the group. Ask them to read the material fluently. (The poems are written as people with learning disabilities might see them.)

Ask participants to discuss the following:

Was it difficult to read these poems?

How would you feel if reading were as difficult as this every time you looked at something written or printed?

An alternative activity: Have various group members try reading different lines from the (jumbled) poems. Stress fluency and smoothness of reading. At the end of the readings, show the poems written in the correct manner. Compare the ease of being able to read properly with the reading experience of a learning disabled person.

4. I Don't Understand

Some people with learning disabilities have problems with the spoken word. They can hear perfectly well, but they cannot always understand what they hear. In a stressful situation, the words simply may not register—or they become scrambled. Fatigue may produce the same effect. Many of us, when we are tired, find a need to concentrate more on understanding exactly what is being said.

Materials required: none.

Activity: Read the following information to participants. Stress that though they may have no trouble hearing it, they may not be able to understand what is being said.

“Two-betylates are made from the alcohol via the ethenesulfonate ester in overall yields of 90-95%. In a homogenius system (acetone-water), two-betylates are about as reactive to nucleophiles as trifluroethanesulfonates, but form an aqueous suspension, or in a methylene chloride-water system two-betylates react as much as 10^5 times more quickly. One specific limitation of the two-betylate grouping stems from the ease with which bases convert it back to ethenesulfonate, sometimes followed by Michael addition”. (Less than 20% of the above is true “chemical” wording.)

Invite participants to discuss the following:

Did you understand what you heard?

How did you feel?

POST-VIEWING QUESTIONS

These questions are designed to reinforce the goals of this unit. The questions can be directed either to the total audience or to small groups.

1. What does Tina have in common with her peers?
2. Describe how integration is mutually beneficial for the LD student and the general school/community population.
3. As a teacher, how would you compensate for the student in your class who:
 - a. cannot copy from the board?
 - b. is so time-disoriented that he/she can never finish a test or examination, even though all the questions that were finished were answered well?
 - c. can answer questions orally but not in written form?
 - d. cannot keep up with the other students in team sports because of poor motor coordination?
4. If you had a normal child, would you want LD students to be in the same class at school? Why or why not?
6. List some of the characteristics of LD students.

HANDOUT 1

POEMS

The storm came up so very quick
 It couldn't have been quicker.
 I should have brought my hat along
 I should have brought my slicker.

The Strom came pu os very quikc
 It coulnd't haev been quikcre.
 I should have rbought ym aht along
 I hsould haev rbought ym lsikcre.

My hair is wet, my feet are wet
 I couldn't be much wetter.
 I fell into a river once
 But this is even better.

Ym hari si wet, ym feet are wte
 I coulnd't eb muhc wettre.
 I fell noit a rivre once
 Btu thsi si even bettre.

HANDOUT 1

POEMS

I like to see
the puppets jump
and bump.

Some are thin
and some are plump

They're made of wood
I wish I could
make them jump.

I like to see
the puppets jump
and bump.

Some are thin
and some are plump.

They're made of wood
I wish I could
make them jump.

Here I go up in my swing
Ever so high.
I am king of the fields
and the king
of the town.

Here I go up in my swing
Ever so high.
I am king of the fields
and the king
of the town.

POST-VIEWING ACTIVITIES

These activities are intended to give participants practical suggestions on how to experience success when working with LD students. It is recommended that these activities be carried out in small groups, with reports made later to all participants.

1. Self-concept

A positive self-concept is necessary if children are to grow into healthy, independent adults. LD students often have repeated failure experiences, which lead to an anticipation of failure. The following simulation is intended to give participants a starting point from which to go on to further self-concept-related success experiences.

Materials required: glue; scissors; magazine pictures; an 8 1/2" x 11" manila tag; felt pens.

Activity: Distribute the materials. Then give participants the following instruction: "Make a collage of a special experience in your life." Allow 20 minutes for the activity.

Ask participants to describe their collage after they have completed the activity.

Alternative activities: Ask participants to make a collage of themselves, or of a specific feeling, e.g., anger, accomplishment.

or

Describe the above activity to participants and have them brainstorm and write out an activity that will accomplish the same goal.

Invite participants to discuss the following:

What feelings did you have after the activity?

How could the activity relate to co-operating with others?

2. Clear instructions

It is necessary to provide LD students with crystal-clear directives. The following exercise is conducted in journalism classes to help writers develop clarity and simplicity in their writing—but it may also be a useful index to assess how well you give instructions.

Materials required: paper and pencils.

Activity: Give each person pencil and paper and ask them to write a paragraph describing how to change a light bulb.

Instruct group members to compare their paragraphs. Is their description clear? Are there steps missing? Is the information in logical order? Is there any superfluous detail? Have all the equipment and materials needed been included? Would someone with no prior knowledge of this task be able to complete it using these instructions?

Why is it so difficult to give directions for such a simple task?

3. Task analysis

Directions are often easier to give—and accept—if the task is broken down into smaller components.

Materials required: paper and pencils; Handout # 2 (Task Analysis).

Activity: Give each group a task to analyse. (See below.) Have them share their responses and ideas with the other participants.

Select the tasks for each group from the following:

- running an errand to the store to make a small purchase
- making a peanut-butter sandwich
- learning to write the letters of the alphabet
- simple column addition
- hanging a Christmas decoration above a door
- making instant coffee
- building a birdhouse
- doing a book report
- hitting a baseball with a bat.

Ask participants to discuss the following:

How did you feel about this activity?

Could students use this skill in analysing everyday tasks or experiences? If so, how?

HANDOUT 2
TASK ANALYSIS

Key steps (in order that they would naturally appear)	Materials/equipment	(Optional) Visual presentation (to assist Key Steps) e.g., pictures of progression
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

GLOSSARY

aphasia. Partial or total loss of ability to comprehend, manipulate, or express words in speech, writing, or gesture. This inability to speak cannot be explained by deafness, mental retardation, speech organ defects, or environmental factors.

closure. The tendency for incomplete figures to become complete in perception.

dyscalcula. A partial disturbance of the ability to manipulate arithmetic symbols and perform mathematical calculations.

dysgraphia. The inability to write or copy letters, words, and numbers. The student can see accurately what he/she wants to write but cannot manage correct writing movements. Usually associated with brain dysfunction.

dyslexia. Partial inability to read or to understand what one reads, either silently or aloud.

electro-encephalogram (EEG). An X-ray photograph of the brain. Indicates any abnormality in that organ.

fine motor. The maturation and refinement of the small muscles of the body such as finger and wrist movements and eye-hand co-ordination.

frustration level. A degree of task difficulty that a child is incapable of performing at a given time.

gross motor. Movement in which groups of large muscles are employed and total body rhythm and balance are of major importance.

hyperactivity. A hyperactive person is one who has difficulty in screening stimuli. He/she is in constant motion, restless, or fidgety, uninhibited in speech, and unable to focus on learning.

hyperkinesis. Excessive mobility, motor function or activity.

hypoactivity. Pronounced absence of physical activity; antonym of hyperactivity.

imperception. The inability to interpret sensory information correctly.

impulsiveness. The tendency to act on impulse; responding without thinking, which, where learning disorders exist, is often explosive behavior.

kinesthetic. The sense that yields knowledge of the movements of the muscles of the body and the position of the joints.

maturational lag. The concept of differential development of areas of the brain and of the personality, which mature according to recognized patterns.

minimal brain dysfunction. Refers to persons with near-average or above-average general intelligence but with certain learning or behavioral disabilities, ranging from mild to severe. These are associated with malfunctions of the central nervous system.

perception. A cognitive process that involves understanding, comprehension, and organization; the interpretation of sensory influences.

soft neurological signs. Transient strabismus; speech defects; poor co-ordination of fingers; general awkwardness; history of slow speech development.

specific learning disability. A descriptive term meaning learning problems in specific areas only, usually language-centered.

strabismus. Inability of one eye to create, with the other, binocular vision because of imbalance of the muscles of the eyeball; squint; cross-eye.

REFERENCES FOR WORKSHOP LEADERS AND TEACHERS

1. Acceptance of the Handicapped

Bookbinder, Susan R. *Mainstreaming*. Boston, Mass.: The Exceptional Parent Press, 1978.

A program for educating children and adults alike about disabilities, with emphasis on acceptance of differences. Suggests activities and resource aids for the implementation of such a program.

Cohen, Shirley, et al. *Accepting Individual Differences*. Niles, Ill.: Developmental Learning Materials, 1977.

This kit includes five booklets and four large picture books. The booklets contain basic concepts and student activities to match each picture book.

P.A.T.H. (*Positive Attitudes Toward the Handicapped*). Calgary, Alta.: Regional Resource Service, Alberta Education, 1978.

This kit contains various materials that encourage a more positive attitude toward, and understanding of, handicapped people. Includes simulation and reference materials. (Available from Alberta Education, Calgary Regional Office.)

Ravosa, Carmino C., et al. *Put On A Handicap*. Long Branch, N.J.: Kimbo Educational, 1979 (record).

An aid, in record form, in preparing a class for mainstreaming. It gives children the opportunity to experience handicapping conditions by simulation and role-playing.

Ward, Michael J., et al. *Everybody Counts! A Workshop Manual to Increase Awareness of Handicapped People*. Reston, Va.: Council for Exceptional Children, 1979.

A booklet and corresponding tape designed to help people better understand the struggles, frustrations, and triumphs of the handicapped in today's society.

2. Parent/Teacher Resources

Alley, Gordon, and Deshler, Donald. *Teaching the Learning Disabled Adolescent: Strategies and Methods*. New York, N.Y.: Love Publishing Company, 1979.

Covers strategies for teaching reading, writing, mathematics, thinking, social interaction, listening, and speaking.

Blackwell, Robert, and Joynt, Robert. *Learning Disabilities Handbook for Teachers*. Springfield, Ill.: Charles C. Thomas, 1972.

Provides definitions, educational approaches and techniques for remedial work in some of the problems associated with learning disabilities, including the emotional, social, motor, medical, and psychological areas. Resources and publishers are included.

Crosby, R.M.N., and Liston, Robert A. *The Waysiders: Reading and the Dyslexic Child*. New York, N.Y.: John Day Company, 1976.

Information on the recognition of learning problems and the ways in which a child with neurological deficiencies learns to read. Offers specific guidelines for programs and includes 32 case histories.

Goodman, Libby, and Mann, Lester. *Learning Disabilities in the Secondary School*. New York, N.Y.: Grune and Stratton, 1976.

Explains identification procedures, programming, and instructional techniques for the teacher of the LD student at the secondary level.

Handbook of Recommended Materials. Red Deer, Alta.: Alberta Education, 1975.

A guide that assists teachers in choosing appropriate materials for use with LD students.

Major, Suzanne. *Learning Activities for the Learning Disabled*. Belmont, Calif.: Fearon-Pitman Publishing, 1977.

This book contains 140 games and exercises for children with specific learning disabilities. Areas emphasized are motor co-ordination, perception, memory, language, arithmetic, and conceptualization.

McWhirther, J. Jeffries. *The Learning Disabled Child: A School and Family Concern*. Champaign, Ill.: Research Press Company, 1977.

Provides clear explanations of educational and psychological theories, plus practical and concrete methods for helping the LD child at home and at school.

Miele, Norma, and Smith, Sara. *Help!! for Parents and Teachers—A Handbook to Enhance Learning Potential*. Ridgefield, N.J.: Educational Performance Associates, 1974.

- Outlines identification of LD children, the nature of learning, and ways to enhance learning potential. Describes many procedures, games, and activities.
- Miles, T.R., and Miles, Elaine. *More Help for Dyslexic Children*. Toronto, Ont.: Methuen Publications, 1975.
- Discusses the problems and morale of dyslexic children. Gives tips on how to encourage them, as well as lessons in handwriting, word beginnings and endings, arithmetic, and consonant and vowel recognition. (Junior high level.)
- Miles, T.R., and Miles, Elaine. *On Helping the Dyslexic Child*. Toronto, Ont.: Methuen Publications, 1977.
- Practical suggestions for attacking the day-to-day problems of the dyslexic child. Outlines phonetic methods of teaching and gives instructions for child-built, phonetic or noise dictionaries and corresponding exercises.
- Rosner, Jerome. *Helping Children Overcome Learning Difficulties*. New York, N.Y.: Walker Publishing, 1979.
- Step-by-step, home-teaching program for parents and teachers of LD students. Emphasizes teaching, testing, and prevention.
- Smith, Doris Buchanan. *Kelly's Creek*. New York, N.Y.: Thomas Y. Crowell Company, 1973.
- Storybook treatment of the special frustrations—and gifts—of a nine-year-old LD boy. This story would be a good way of introducing the learning disabled to a classroom, and would also be an excellent aid in helping an LD child come to terms with his/her handicap.
- Smith, Sally L. *No Easy Answers—Teaching the Learning Disabled Child*. Englewood Cliffs, N.J.: Winthrop Publishing, 1979.
- Investigates the multiple causes of learning disabilities and the need for organization in the LD child's life. The book outlines problems and offers practical guidelines and approaches for parents and teachers.
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- Includes alternative classroom curricula, remedial techniques, checklists, and case studies.

3. General References

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- Defines learning disabilities and describes the impact, incidence, social cost, and economic cost of LD disorders. Also describes the search for remedies, prevention, detection, remedial programs, and the law.
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- Examines the interaction of learning disabilities and visual impairment. The characteristics of LD children in relation to visual processes are also described, together with diagnosis and treatment possibilities.

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GETTING THE MOST FROM A VIDEO PRESENTATION

An educational television program can be an effective and stimulating learning resource. Because of its ability to convey information and meaning through scenes and sounds, television is one of the most effective classroom tools at your disposal. In addition, support materials are available for a number of ACCESS NETWORK programs. Many of these materials—which include student teacher guides and manuals, slides, transparencies, filmstrips, posters, etc.—contain suggestions for previewing and post-viewing activities.

Many teachers have found that the effectiveness of video programming can be enhanced in the following ways:

1. Use the **stop** and **pause** buttons frequently to highlight program segments. This will help break the passive viewing habit created in students by commercial TV and focus their attention on your purpose for showing the program(s).
2. Use the **counter** to prepare for the viewing session. Set it to zero at the start of a program. This will help pinpoint the location of segments to be reviewed later. You can then create a **log** by jotting down the counter numbers that correspond to important segments.
3. Be specific about viewing objectives **before** showing the program. Students will be able to focus their attention better if they are aware of what to look for in a videotape. Prepare a list of guideline questions on the blackboard or on photocopied handouts. (Be sure to cover all of the questions in post-viewing activity.)
4. Since educational television programs generally include more material than can be digested in a single viewing, show the program in its entirety once and then, after clarifying vocabulary difficulties and reviewing specific learning objectives, show selected portions a second, even a third, time. Again, the stop and pause buttons can be used to allow students to take notes—or focus attention on a particular item of importance.
5. Television programs consist of **both** audio and video signals, and viewers often need to be stimulated in order to derive maximum information from both. During the second viewing of a program segment, you can stimulate the development of viewing and listening skills by showing the picture but turning off the sound and asking for recall of audio information. Alternatively, leave the sound on but eliminate the picture.
6. Both for viewing comfort and for note-taking convenience, TV should not be viewed in a dark room. However, light can also be a problem, so the television set should be located to avoid window reflection on the screen. To eliminate ceiling-light reflection, tilt the set forward slightly.
7. Ensure that all students have a clear line of sight to the set. If necessary, alter seating arrangements to give every student a satisfactory view of the screen.
8. Adjust the controls of the TV set to ensure good color balance, adequate brightness, and contrast.
9. In some cases, it is useful to have tapes and equipment available for independent viewing by individual students.

NOTES
